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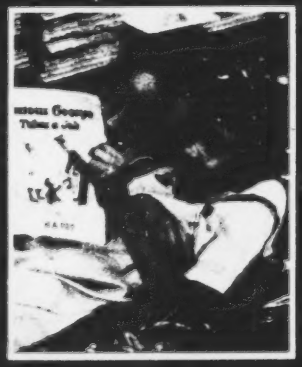
EDUCATION:

TAKING IT TO THE PEOPLE



STATE BOARD OF EDUCATION OF OHIO ANNUAL REPORT 1980

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LETTER OF TRANSMITTAL— EDUCATION: TAKING IT TO THE PEOPLE

Americans have a long history of access to a free, public education. More and more children over the decades have surpassed the schooling attainments of their parents and grandparents, thus preparing themselves for the new and continuing challenges within our nation.

Although school enrollments are declining and a smaller percentage of the people now have school-age children, it is crucial that all Americans understand the responsibility which is theirs: to maintain the strength of our country through education.

Communicating with all people about educational programs and issues has become a renewed goal of educators and one in which the State Board of Education has provided leadership. Many methods of taking education to the people have been developed: surveys, advisory committees, task forces, newsletters and community projects. The major methods include:

- Providing information to all citizens relative to the activities, issues, concerns, and needs of the schools, their staffs and students;
- Gaining general and specific opinions regarding education in Ohio school districts from various groups within the total school community;
- Maintaining ongoing dialogue on specific programs through citizen and educator participation on state and local advisory committees;
- Studying educational issues as they arise and making recommendations for change;
- Involving citizens in education-community programs and projects to ensure understanding and increased involvement in the schools.

The past year has brought about important educational leadership activities in Ohio which will help establish direction for the decade of the 80s. By listening to the people and being responsive to their concerns, a new philosophy and set of goals have been developed which reflect a commitment to emphasize the improvement of basic skills. This, in turn, will enable responsible, thinking individuals to function within our complex society.

Studies in the areas of discipline, community uses of school buildings, equal educational opportunities, and the definition of a quality education have been conducted. The recommendations have been carefully studied and action taken to promote positive change for the benefit of Ohioans.

This annual report relates the major educational accomplishments of the 1979-80 school year. It also provides an overview of the activities which reflect the thrusts for a new decade. Ohioans may take great pride in the knowledge that their schools provide quality education for all children.

Martha W. Wise

Martha W. Wise, President
State Board of Education

Franklin B. Walter

Franklin B. Walter
Superintendent of
Public Instruction

State Board of Education Philosophy and Goals

After a thorough review of its existing philosophy and goals, and a recognition of societal changes and expectations, the State Board of Education adopted a new statement of philosophy and set of goals for education in the 80s. The new philosophy re-emphasizes the belief that education can enrich the quality of life for each person. Although the major responsibility for education lies with the state, the operation of the public schools in Ohio comes under local control. The philosophy restates the board's commitment for "...ensuring an educational program in keeping with the needs of the individual and society."

The goals set forth by the State Board of Education fall into six categories: Basic Learning; Careers, Vocations and Personal Finance; Citizenship; Culture and Aesthetics; Personal Development; and Physical Health, Recreation and Leisure. These goals include broad learning outcomes which recognize individual differences.

Revision of the Standards for Elementary and Secondary Education and Special Education

The revision of the standards for elementary and secondary education began this year. An appointed advisory committee is making recommendations for revising the standards, taking into consideration the state board's newly adopted philosophy and goals, results of the department's Opinion Research Project, and testimony from regional public hearings.

Areas being addressed include those which were emphasized in the results of the Opinion Research Project, specifically: competency testing, practical skills and academic skills. A final draft of the standards for elementary and secondary education will be taken back to the people during a second round of regional hearings.

Similarly, hearings have been held regarding the revision of special education standards. A draft of the standards has been developed by an advisory committee and distributed for reaction. It will be subject to regional hearings a second time before final recommendations are made.

Governor's Task Force Reports on Educational Issues

Governor James A. Rhodes appointed two task forces to study the issues and make recommendations for addressing concerns about discipline and the use of school buildings. Educators and noneducators worked together reviewing existing data and laws, gathering information through public hearings, and determining constructive, realistic recommendations for the state department and State Board of Education, school districts and the legislature.

The Governor's Task Force on School Discipline made 45 recommendations, a majority of which are preventive in nature rather than punitive. Teacher training and inservice programs, school district advisory committees, clearly stated discipline policies for students and staff, alternative programs, and the early identification of potential behavioral problems were recommended to minimize severe discipline problems. Further study of these and other recommendations by a department task force will result in programs, materials and a survey to be disseminated in the near future.

The Governor's Task Force on Community Uses of School Buildings made recommendations in three categories: planning, implementation and funding. It was recommended that the department establish guidelines on building usage, and that the legislature establish financial grants for district planning. School districts were encouraged to appoint advisory committees to determine how buildings might best meet the needs of the education-community programs.

Both task force reports were transmitted back to the department for implementation after review by the Governor. Activities are underway within the department to accomplish this charge.

Equal Educational Opportunity in Ohio Schools

The State Board of Education took a strong leadership position at its March 1980 meeting, approving the document "Equal Educational Opportunities in Ohio Schools—A Guide for School Districts on Constitutional Provisions, Assessment Procedures and Monitoring Activities Pertaining to Racial Isolation." It is the product of months of study by the state board in consultation with special counsel appointed by the Attorney General.

The document sets forth the law and outlines procedures which school districts must follow to be in compliance with the state and federal constitutions. The guidelines support the development of voluntary plans to reduce or eliminate racial isolation.

With new state funds for voluntary desegregation, a program of technical assistance has been developed for school districts. The areas specifically addressed include identifying funding sources and developing effective means to reduce racial isolation.

1980: The Year of the Schools

During the months of January through June, 1980, school districts implemented the first six monthly themes of the Year of the Schools. In January, a vast majority of the districts across Ohio intensified their efforts to communicate with their communities. In February, teachers were recognized for the important role they play in the lives of their students. In March the focus was on basic skills, and in April

on the arts and languages. The month of May was designated as a time to review special education while June emphasized career and vocational education.

The creative thinking of school personnel in developing activities for taking education to the people has been impressive. Knowing what public education is offering the community helps residents make decisions about school support. The Year of the Schools has broadened citizen perception and brought about a renewed commitment to the education of all children.

State Superintendent Franklin B. Walter with students.

SCHOOL FUNDING

Funding public education continues to be a major challenge for the General Assembly and for the school districts of the state. The equal yield formula, introduced by the 111th General Assembly and made effective in the 1975-76 school year, provides an equal sum of money (local and state funds combined) on a per pupil per mill basis for each qualifying school district. In 1979 the 100% phase-in of the equal yield formula became a reality with the enactment of Amended Substitute House Bill 191 and Amended Senate Bill 493, in comparison with 17% phase-in in fiscal year 1976, 26% phase-in in fiscal year 1977, and 46% phase-in in fiscal year 1978. Under the equal yield concept, school districts, in 1978-79, were guaranteed $48 per pupil per mill for the first 20 mills assessed for current operating expenses and $42 per pupil per mill for rates above 20 but below 30 mills.

On June 28, 1979, the General Assembly passed Amended Substitute Senate Bill 59, a record breaking school funding bill which increased allocations for elementary and secondary education by $784 million during the current biennium, bringing total state appropriations to $3.4 billion for the biennium. Amended Substitute House Bill 204, the appropriations bill for the 1980-81 biennium, guarantees school districts the following amounts per pupil per mill:

	1979-80	1980-81
First 20 mills	$59	$65
Over 20 but below 30 mills.....	$42	$42

This increased state support, demonstrative of the General Assembly's commitment to education, helps school districts meet the pressures of inflation and the escalating costs of educating Ohio's more than two million students. Because funding for schools is a shared responsibility between the state and local communities, school districts will continue to need the support of the local citizenry to provide the necessary financial structure to meet the pressing needs of educating youngsters.

Subsidy	Description	EXPENDITURES 1979	EXPENDITURES 1980	APPROPRIATIONS 1981
501	Foundation Program	$ 868,348,657	$ 984,202,698	$1,023,713,537
502	Pupil Transportation	78,791,100	91,462,494	105,269,737
503	Bus Purchase	11,901,000	17,880,000	17,564,800
504	Special Education	166,118,085	203,196,199	233,137,971
505	School Lunch	8,177,262	8,591,961	8,992,251
507	Vocational Education	144,031,561	159,052,537	181,604,000
508	DPPF	32,670,652	40,000,200	40,000,200
509	Adult Literacy	930,000	1,100,000	1,100,000
510	Instructional Television	2,478,000	4,350,800	4,350,800
511	Auxiliary Services	44,400,000	45,399,498	45,400,000
512	Driver Education	8,750,000	8,750,000	8,750,000
514	Post Secondary Voc. Ed.	2,721,230	3,500,000	4,300,000
515	Adult High School	500,000	750,000	750,000
516	Urban Pilot Projects	2,000,000	2,500,000	2,500,000
518	Teacher Institutes	510,000	960,000	960,000
519	Educational Media Centers	270,000	450,000	450,000
520	DPIA	35,690,360	65,027,798	64,741,028
521	Gifted Pupil Program	300,000	1,277,481	3,325,000
522	Career Development	2,400,000	3,806,036	4,602,327
523	Adult Voc. Ed.	3,461,252	3,900,000	4,600,000
526	Voc. Ed. Equip. Replacement		2,000,000	2,000,000
527	Teacher Inservice Ed.		1,000,000	1,000,000
528	Vol. Desegregation Assist.		500,000	500,000
529	Needs Assessment Project		67,500	150,000
Special Purpose				
412	Driver Education	175,000	148,813	175,000
415	Consumer Education	100,000	148,319	150,000
416	Voc. Ed. Matching	897,080	1,214,193	1,260,425
418	Inservice Teacher Training	100,000	246,265	262,831
419	Preservice Teacher Ed.	3,800,000	6,095,939	6,111,300
420	Advisory Committee	50,000		
421	Food Service Administration	251,000	192,833	270,690
422	School Management Asst.	241,420	243,388	267,009
423	Community Education			400,000
424	Simulation System		182,284	320,000
425	Curriculum Development		41,355	50,000
426	Computer Accounting Net		2,119,994	4,800,000
427	Technical Assistance for Desegregation		21,985	150,000
Other				
	Department of Education	4,330,218	5,036,207	5,482,192
	School for the Blind	1,597,655	1,820,085	1,951,794
	School for the Deaf	2,533,048	2,675,345	2,903,512
	Capital	8,848,062	1,365,013*	
Total		$1,437,372,642	$1,671,277,220	$1,784,316,404

*Encumbered but not expended during 1980.

The Department of Education contracted with a research firm to conduct the Opinion Research Project on public education in Ohio. Citizens, educators and high school students were randomly selected across geographic regions and surveyed by telephone about priorities of a high quality general education.

Respondents were asked, among other things, to grade their schools, identify problems, rank the importance of certain skills and principles, determine the effectiveness of discipline in the schools, and comment on the need for testing student competence. Results were reported comparatively between the three groups by percentages.

When asked to grade their schools, Ohioans gave them A's or B's at a higher percentage (57%) than did the national sample in the 1979 Gallup poll (34%). Within the citizen group, those people having children in school ranked the schools significantly higher than did people with no children in school. For the specific breakdown by classifications, see the table above.

Students are often given the grades A, B, C, D or E to denote the quality of their work. Suppose the public schools in your community were "graded" in the same way. What grade would you give the schools?

	Ohio Citizens	Ohio Educators	Ohio Students	National Gallup Poll
A	19%	22%	3%	8%
B	38	54	34	26
C	24	20	48	30
D	7	3	7	11
E	3	0	2	7
Can't say	8	1	4	18
No response	0	0	2	0

When asked what things they liked about the public schools in their community, 63% of the students responded "extra-curricular programs," and 56% answered "small district, with schools close to home." Both the citizen and educator groups most frequently stated, "good teachers, teaching methods" and "good curriculum, broad range of subjects."

Participants were also asked what they did not like about their schools. Students do not like the "attitudes/behaviors of some students in school" and "some teachers and teaching methods." Citizens do not like "how schools handle discipline problems" and "some teachers and teaching methods." Educators were concerned with "certain flaws, weaknesses in the curriculum," "how the district spends its money," and the "attitudes of some students."

In identifying the characteristics of a quality education for students, citizens listed practical and academic skills which they considered most important. They also identified ways of thinking, or affective skills, that every high school graduate should possess.

Priority was given to practical skills such as having the ability to solve problems and make decisions, to function as a responsible citizen, and to get a job or continue with one's education. Two other important practical skills included knowing how to manage personal finances wisely and to deal with day-to-day personal and family living experiences.

Reading is considered to be the most important academic skill by citizens. Following closely behind reading, say citizens, are listening and writing skills, health and safety rules, and being able to speak effectively. Rounding out the citizens' list of academic priorities is skill in mathematics.

Educator's opinions were almost identical to those expressed by citizens when looking at both practical skills and academic skills.

Students also rated the importance of certain practical skills in a quality education. They rearranged priorities expressed by citizens and educators,when students said the Number 1 priority of this nature was to have the skills to get a job or continue their education. That practical skill was third on the priority list of citizens and educators. Students agreed, however, with citizens and educators on the Number 2 priority: have the ability to solve problems and make decisions. The third top priority of students, more highly rated by them than by educators or citizens, was the skill to manage personal finances wisely.

Students agreed with both citizens and educators that the two top priorities in academic skills are reading and listening effectively. Next, students listed the importance of learning to write and to speak effectively, and learning health and safety habits.

Participants in the survey were asked about competency testing. The two tables below show responses which overwhelmingly support the idea that students should be required to pass a competency test before they advance to higher grade levels. A similar support was given by citizens and educators for attaching the high school diploma to competency testing although students showed less support.

Some people feel that before a student can be advanced from elementary school to junior high or from junior high to high school, the student should be required to pass a test proving competency for advancement. Do you agree or disagree with this idea?

	Citizens	Educators	Students
Agree	78%	64%	56%
Disagree	21	32	35
Can't say	2	4	8

How do you feel about a policy that would require students to pass a competency test in order to receive a high school diploma? Would you favor or oppose this?

	Citizens	Educators	Students
Favor	76%	71%	47%
Oppose	21	26	41
Can't say	3	3	10

In a national poll, lack of discipline has been identified as the Number 1 problem in education in ten of the past 11 years. Likewise, Ohio citizens indicated discipline as the biggest problem.

What do you think is the biggest problem the public schools in your community must deal with today?

	Citizens
Student attitudes and behavior; vandalism	18%
Lack of discipline in school	36
Poor teaching; some teachers	9
Lack of "Basics"—the 3 R's are weak	7
Student drug abuse, alcohol usage	29
School board policies, actions	4
Credibility, trust level of citizens is low	2
Lack of financial support for schools	25
Can't say	6
Other	24

(Total exceeds 100% due to multiple responses.)

The citizens were also asked whether they believed the discipline in their schools was too strict, about right, or not strict enough. Their responses are reflected in the table below:

	Elementary Schools (K-6)	Junior High Schools	High Schools
Too strict	2%	2%	2%
About right	47	28	27
Not strict enough	43	60	63
Can't say	7	10	9

Educators and students feel that school discipline is somewhat better than the rating given by the citizens.

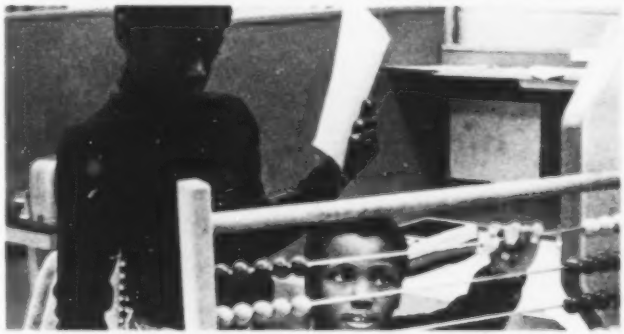
The data from the Opinion Research Project has been further summarized and reported to members of the State Board of Education, school district personnel, and the department staff. Activities related to the results already have been initiated and are discussed throughout this annual report.

DIVISION REPORTS

ADMINISTRATION

The Department of Education, according to the laws of Ohio, is comprised of the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties described in the statutes. The State Superintendent and department staff administer the policies and directives of the State Board of Education.

The administrative staff, which includes the Superintendent of Public Instruction, assistant superintendents and executive directors, provides leadership and directs and supervises the work of department employees. Leading in the search for better ways to meet educational needs, administering school laws and standards, and providing counsel to



school administrators in solving problems faced by school districts are the major activities in the administrative offices.

The Superintendent of Public Instruction is the chief executive officer for all educational matters and functions under the management and control of the State Board of Education. Dr. Franklin B. Walter became Ohio's 31st Superintendent of Public Instruction on March 16, 1977. The assistant superintendents and executive directors are responsible for the supervision of the divisions in the department and for special assignments including liaison with the Ohio General Assembly, litigation, and coordination of department task forces.

COMPUTER SERVICES AND STATISTICAL REPORTS

The Division of Computer Services and Statistical Reports coordinates data processing functions and computerized

information systems for the Department of Education and for the school districts.

The Ohio Educational Administrative and Statistical Information System (OEASIS) uses the division's interactive timesharing computer in providing answers to requests for statistical data. OEASIS, which depends upon an integrated data base called the Ohio Common Core of Data (OCCD), makes frequently used data available within seconds or minutes and provides sophisticated projections in less than an hour.

The OEASIS/OCCD concept is being expanded through the development of appropriate subsystems to provide additional management and support capabilities. One such subsystem which has been produced in response to needs of the department and the Ohio General Assembly is MODEL, a school funding simulation and modeling system. MODEL projects the impact of various school funding proposals on individual school districts.

The State Board of Education rules governing the lease and purchase of data processing equipment and services by school districts, revised in 1979 due to rapid changes in computing technology, are directed toward assuring prudent selection and efficient utilization of data processing. The Ohio Committee for Educational Information Systems (OCEIS), a state advisory committee appointed by the Superintendent of Public Instruction, provides recommendations and advice to the division in matters pertaining to these rules and other data processing responsibilities.

During the 113th General Assembly, legislation was approved which established the Uniform School Accounting System component of the Ohio Education Computer Network (OECN). The network consists of school districts which have organized into self-governing data processing cooperatives with a central computer site providing accounting services to all participating members. The network concept makes efficient use of taxpayer dollars by eliminating the need for each school district to own and operate a self-contained data processing system. Responsibilities of the division include overseeing the distribution of network funds and providing technical assistance and field support to the local data processing consortia.

ELEMENTARY AND SECONDARY EDUCATION

The Division of Elementary and Secondary Education promotes a general education of high quality by providing continuous service and leadership to Ohio's school districts.

The division's major areas of responsibility are assigned to the following sections:

Elementary

The elementary staff provided leadership in the areas of school administration, organization, curriculum, pupil services, staffing, instructional materials, community relations, research and physical facilities. Using minimum standards as the criteria, the staff conducted 675 school inspections in 38 city districts, 11 exempted village districts and 70 local districts. Written reports were given to district administrators, boards of education and citizens.

The elementary staff organized a state leadership conference for school supervisors and building principals. A workshop for beginning elementary administrators emphasized the importance of the principal in quality instruction and community confidence in the school.

Secondary

One of the division's responsibilities is to classify, charter and inspect Ohio's 1,139 secondary schools. To determine compliance with minimum standards adopted by the State Board of Education, the staff conducted 171 inspections in secondary schools, Ohio Youth Commission schools and Department of Rehabilitation and Corrections schools. Four schools were reclassified as college preparatory, and two new charters were granted.

Curriculum consultants developed a series of publications to assist school districts with evaluation of language arts, mathematics, science, social studies and foreign language programs. In 91 regional workshops, the staff worked with school district committees to promote carefully developed courses of study. Consultants were extensively involved in curriculum development with approximately two-thirds of Ohio school districts.

Health and Human Affairs

The Health and Human Affairs Section provides professional and technical assistance to school districts in art and music education, health and physical education, recreation, general safety education, substance abuse education, outdoor and leisure education, school discipline and economic education.

Two state conferences were held. The conference on school discipline and crime prevention attracted over 750 school administrators and interested citizens. Another conference was designed for supervisors and dealt with adapted physical education. Four regional meetings on drugs, alcohol and tobacco, sports medicine, the arts, and school discipline attracted 670 participants.

Several publications were completed and sent out for school use: *The Ohio Plan for the Arts, Improving Physical Education for the Handicapped, Music Education in Ohio Schools,* and self-appraisal check lists for music and art programs.

Nutrition Education

The Nutrition Education Program, supported by a grant from the U.S. Department of Agriculture, provided services to over 4,500 school personnel, 350 day-care center personnel and 150,000 children. The services included inservice activities and curriculum development.

Grants for integrating nutrition education activities into the curriculum were awarded to 21 schools and 32 day-care centers. A K-8 curriculum that integrates nutrition concepts into mathematics, science, social studies, health and language arts was field-tested in four schools. Funds totaling $160,000 supported the distribution of materials from 25 area media centers. In addition, 175 interdisciplinary inservice workshops were conducted at 12 nutrition education centers affiliated with state-supported universities.

Industrial Arts Education

Industrial technology has been incorporated into the industrial arts curricula and has increased career opportunities for students. The state's cluster plan for industrial arts includes construction, manufacturing, energy and power, communications and transportation and servicing.

To familiarize teachers with the contemporary curriculum, staff members worked with institutions in the redesign of preservice education and held 18 staff development workshops. A new workshop in 1980 focused on appropriate industrial arts education for handicapped youngsters.

The industrial arts staff has been instrumental in reorganizing the Ohio Industrial Arts Student Association which fosters student leadership skills and provides a link between school and community.

Special Projects

Among the special projects was the administration of a $4,350,800 state appropriation to provide assistance to Ohio's eight nonprofit educational television corporations. This year 2,114,831 pupils participated in television instruction, representing a significant increase in use.

The Standards Revision Advisory Committee worked on the revision of minimum standards for elementary and secondary schools. Among activities related to this endeavor was a statewide survey of 3,201 citizens, educators and high school students conducted by a polling firm. The results were reported in *Opinions of Ohio Citizens, Educators, and High School Students About Priorities of a General Education of High Quality.*

Supportive Services

Course of study development and revision to ensure appropriate instructional content is an ongoing responsibility of school districts. During the 1979-80 school year approximately 9,000 course of study documents were reviewed. Representatives from 78% of Ohio school districts received training in the development of such documents at 11 regional meetings utilizing the publication, *Course of Study: A Process Model.*

This section also coordinates the activities of the Ohio Instructional Television Network and nine area media centers, assists school districts with high school credit courses for out-of-school youth and adults, and administers the regional program of school accreditation by the North Central Association of Colleges and Schools. School accreditation activities were provided for 580 schools.

Funds totaling $750,000 were available to reimburse districts for adult high school credit courses. This year 21,169 adults and out-of-school youths were enrolled in such courses. Library/media funds of $450,000 enabled nine media centers and two feature film centers to provide materials to schools.

ENERGY ASSISTANCE

Created in 1977, the Energy Assistance Office assists schools in conserving energy. The office provides access to the Public School Energy Conservation Service (PSECS), provides comparative analysis reports on energy usage, and acts as liaison between the Ohio Department of Energy and school districts for National Energy Conservation Policy Act Title III grants. The office informs school officials of important legislation and other relevant matters.

PSECS is a free computerized energy audit service which has been utilized by 138 Ohio school districts in 1,721 school buildings. Capital modifications and low or no-cost operation and maintenance procedures were recommended for each building, resulting in an annual savings of the energy equivalent of 474,000 barrels of oil. An additional savings of the equivalent of 205,000 barrels of oil per year may yet be realized from these schools. A computerized comparative analysis of data from two or more years is also available to PSECS users. Such analysis promotes conser-

vation and better planning by energy managers.

The Title III grants program provides matching grants for energy audits, engineering studies and energy conservation measures. Ohio schools have received $2.7 million in grant awards so far, and 850 schools have requested an additional $11.7 million. Ohio elementary and secondary schools will compete with colleges, universities and hospitals for $5.6 million.

In an effort to assist school personnel, the Energy Assistance Office has held 35 regional workshops on the PSECS energy audit service and 11 regional workshops on Title III grant application procedures during the past year.

The Energy Assistance Office is participating in the Midwest Energy Education Consortium. The consortium acts as a resource clearinghouse for educators concerned with energy, reducing duplication of effort and determining areas of need for energy education materials in the U.S. Department of Energy Region V. Also, this office represents the department in a State Energy Education Policy Project sponsored by the Education Commission of the States, Denver.

The many other concerns of the Energy Assistance Office include asbestos contamination of school buildings, gasoline procurement for pupil transportation and fuel contingency plans.

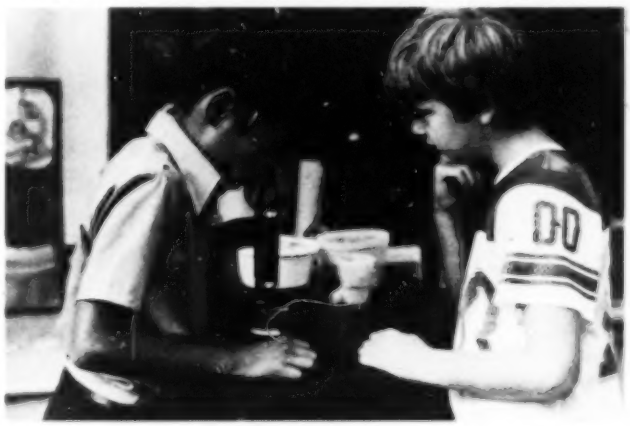
EQUAL EDUCATIONAL OPPORTUNITIES

With the implementation of school desegregation plans in Columbus and Cleveland, the State of Ohio now has either voluntary or court-ordered desegregation programs in each of its seven largest school districts. While some programs are far more extensive than others, more than 464,454 children are affected by these programs.

Over the past four years the Division of Equal Educational Opportunities has aided districts in securing more than $25 million in federal funds to support desegregated schools. In the preparation of proposals for these federal funds, hundreds of citizens took part, serving as members of advisory councils to provide community support for desegregated programs.

Amended Substitute House Bill 204, enacted July 30, 1979, ushered in a new era of support for voluntary school desegregation. For the first time school districts implementing voluntary programs were eligible for state funds. Eight districts took advantage of this program during 1979-80. The $150,000 in state funds to administer and provide technical assistance for this program qualified the state for $300,000 in federal matching funds to further support voluntary school desegregation programs.

On March 10, the State Board of Education adopted the *Equal Educational Opportunities in Ohio Schools Guide*. Through a process of assessment and monitoring, each school district will be helped to determine its desegregation status and come into compliance with state and federal law.



FEDERAL ASSISTANCE

The Division of Federal Assistance administers federal funds to school districts for a wide variety of functions, including programs for educationally disadvantaged, handicapped or emotionally disturbed children; neglected or delinquent children in state institutions; children of migrant agricultural workers; adult basic education; impact aid; and library resources.

The division addresses educational needs in five major ways:

Emphasizing Basic Skills Instruction

Over 132,000 children currently receive supplemental reading, mathematics or other basic skills instruction through funds provided by Title I of the Elementary and Secondary Education Act (ESEA). School districts identify priority needs and provide concentrated services to those children who are most in need of help.

The basic skills of adults are not neglected. About 44,000 adults with less than a high school education annually enroll in adult basic education classes. Instruction is individualized so that students can begin their programs at appropriate

levels and advance until they achieve their academic goals. In many instances their goals are to pass the General Educational Development (GED) test for a certificate of high school equivalence.

Improving Learning Opportunities for Students with Special Needs

ESEA Title I funds are also used to help about 12,000 children with special educational needs. Children of migratory agricultural workers improve their oral language and other basic skills. Handicapped, neglected and delinquent youngsters in state-operated schools receive supplemental instruction designed to make them more self-sufficient and better adjusted citizens.

Providing Administrator and Teacher Training Programs

The division sponsors inservice activities for administrators, teachers and related personnel, including program coordinators, Title I evaluators and major city directors. The emphasis is on providing specific technical assistance and encouraging exchange of information about successful techniques.

Promoting Parent Involvement

Parent involvement, important to Title I effectiveness, is promoted through the use of parents in advisory roles. Approximately 8,400 parents now serve as members of district advisory councils. Another 19,000 are members of school building advisory councils.

Taking Information to the People

The Division of Federal Assistance regularly takes information about its programs to local audiences. Methods include speeches, panel discussions and slide-tape presentations. *The Clipboard, Title I In Ohio, Educational Opportunities Through Federal Assistance Programs* and other publications are made available to school districts for distribution to school board members, parent advisory council members and others. Also, the division holds an annual conference designed to improve public understanding of the various programs.

GUIDANCE AND TESTING

The Division of Guidance and Testing provides services to school districts in guidance and counseling and in statewide testing programs.

The division conducted five regional skill training workshops for administrators, counselors and teachers in child abuse and neglect, financial aid and the high school guidance counselor, disruptive youth, decision making, modifying attitudes of sex-role stereotyping in vocational education, the effect of the new *Dictionary of Occupational Titles* (DOT) on Ohio's career guidance continuum, and classroom diagnostic and evaluative instruments.

Ohio's career guidance continuum is a computerized system which helps students gather information about the world of work. Measures of interest, aptitude, ability and achievement are explained and related to job clusters identified in the DOT and the *Worker Trait Group Guide*. During 1979-80, nearly 190,000 students in approximately 90% of

Ohio's school districts participated in some phase of this delivery system for career guidance.

Vocational guidance reviews were conducted in approximately one-fifth of the joint vocational schools and comprehensive high schools in Ohio. Strengths in guidance services were noted and recommendations for improvement, development or expansion of guidance services were made for each building. This activity is part of the Program Review for the Improvement, Development and Expansion (PRIDE) program of vocational education.

The division coordinates two testing programs: the Ohio Tests of Scholastic Achievement and the tests for General Educational Development. During 1979-80, over 22,000 high school students from over 80% of Ohio's school districts took the tests of scholastic achievement in English, foreign languages, mathematics, sciences and social studies. Participants competed for individual and team awards in each subject with 21 individual trophies, 50 team trophies, and 150 medallions being presented. Certificates were awarded to 10,700 high ranking students throughout the state.

The GED tests, adopted in Ohio in 1962, established high school equivalence for those who did not complete their formal high school education. The Certificate of High School Equivalence is issued to those who achieve standard scores on the tests. Although not a high school diploma, the certificate satisfies the requirements of many employers for employment or promotion and is accepted by most Ohio colleges instead of a diploma. The number of official GED centers in Ohio has grown from 18 in 1963 to 57 in 1979.

INSERVICE EDUCATION

Improving the knowledge and skills of Ohio educators is the goal of the Division of Inservice Education. In 1979 the division began implementing a state plan for inservice education known as the Teacher Development Program, made possible by a $2 million appropriation. All school districts, participating independently or in cooperative projects, identified priorities for inservice activities. In the first year, inservice education plans were received from 336 school districts and cooperative units. Subsidy payments were awarded for these projects based on 49¢ per pupil enrolled in each district or cooperative unit. Over 100 projects received consultant assistance from the division.

Another state appropriation provided for Teacher Institutes, which are joint activities of school districts, institutions of higher education, and the Ohio Department of Education. At least one-third of these inservice activities are directed toward teaching the basic learning skills. An increase in the 1980-81 appropriation enabled the funding of 62 institutes compared to 38 during the previous year. The institutes were conducted for two consecutive weeks during the summer with periodic follow-up sessions during the school year.

Technical assistance is offered to seven teacher corps projects and four teacher centers. These are federally funded professional growth activities. Ohio ranks fourth in the nation in the number of these federal projects.

The four teacher centers represent urban, suburban and rural single and multi-district configurations for inservice activities initiated and designed primarily by teachers. The three-year commitment of funds to the four teacher centers in Ohio is approximately one and one-half million dollars.

The seven teacher corps projects funded in the state involve five state universities and two private colleges representing a five-year commitment of over seven million dollars by the state for improving both preservice and inservice training of teachers.

Under the Basic Skills Improvement Program, the division provides inservice education programs in reading, mathematics, and oral and written communication. Regional training seminars help local inservice leaders learn how to enlist school and community support in planning basic skills improvement programs.

This emphasis on basic learning skills was promoted through a number of activities including:

- The third annual Right to Read Week involving schools and communities from every county;
- 15 Basic Skills regional inservice meetings with an average attendance at each seminar of 100 instructional personnel;
- The 11th Staff Development Training Conference which brings the reading resource network to a total of 865 instructional personnel representing 485 school districts;
- The first statewide Young Authors Leadership Training Seminar;
- The fourth Vocational Reading Seminar (a week of inservice for reading teachers in special needs programs in vocational schools);
- Leadership in Inservice Education Renewal Conference for basic skills and teacher development leaders;
- 367 days of onsite basic skills-related inservice presentations and technical assistance.

As a part of the 1980 Year of the Schools observance, the newsletter *Partners for Children* was mailed monthly to superintendents and elementary principals who were encouraged to duplicate the newsletter for parents. Information on helping children learn at home and ideas for parent/community involvement were included.

Problem solving: A Basic Mathematical Goal was prepared to assist teachers in improving their own problem-solving skills and their teaching of those skills. The publication is a comprehensive source of content, methodology and curriculum development information.

Parents and the Teaching of Mathematics was prepared for parents of primary grade children. It provides information about how young children learn, a description of early mathematical ideas and processes, and lists some suggested activities parents may initiate with their children.

The Handbook for Schools and Community for Reading Improvement describes activities at the classroom, building and community level to obtain involvement in a "right to read" campaign.

Other resources which have been prepared by the division to assist district personnel are the *Directory of Reading Services II* and *Publications of the Ohio Department of Education*, 1980.

PERSONNEL, PUBLICATIONS AND LEGAL SERVICES

Numerous activities related to personnel are performed by the Division of Personnel, Publications and Legal Services. These activities include interviewing applicants for vacant positions, implementing classification and salary placement policies, approving requests for overtime and temporary help, processing payroll, providing employees with information about state laws and regulations governing state employment and employee benefits, and implementing affirmative action procedures.

The division coordinates the publication review process, mailing and distribution. It also assists school superintendents in interpretation of Ohio school law and coordinates the process related to the suspension and revocation of teaching certificates and the designation of attorneys to serve as hearing officers for hearings dealing with the termination of teaching contracts and the placement of handicapped children.

Community Education

Consulting services in community education and environmental education are provided by the division. The Center for Community Education provides consultant services and technical assistance to school districts and communities. Specifically, assistance has been available in the following areas: development, administration and interpretation of community needs and resource assessments, training for advisory councils, alternative uses of facilities, school-community communications, and involvement of parents and non-parents in the school. Educational programming for people of all ages, extended school day activities, agency involvement in education and involvement of special populations (i.e., handicapped, senior citizens) are other areas in which the center has provided technical assistance.

During 1979-80 the following achievements have been realized:

- Procurement of $64,730 of federal money and $5,000 of Mott Foundation money for community education;
- Approval of appropriations for community education by the General Assembly as a match for federal funding;
- Consultation with 50 state and local agencies, organizations and institutions and cosponsorship of eight workshops, two conferences and 18 training sessions dealing with community education;
- Recognition of the Center for Community Education as a national leader. The center was awarded a grant from the U.S. Department of Education to develop a technical assistance kit to assist other community education state offices develop management plans;
- Participation by the George M. Gund Foundation in funding community education in nine local school districts in northeastern Ohio during 1979;
- Development of a Regional Technical Assistance Network for community education. This network includes 61 persons from demonstration districts as well as other trained community educators who will provide technical assistance to other school districts.

Environmental Education

The Office of Environmental Education provides services to improve and expand environmental education activities. The major program developments for this year were (1) the approval of a project in marine and aquatic education, and (2) the celebration of the 50th anniversary of resident outdoor education in America. In the project, the Ohio Sea Grant, Ohio State University and the Office of Environmental Education will (1) establish three curriculum materials resource centers for teachers, (2) provide workshops in marine and aquatic education, and (3) establish contact with marine and aquatic teachers in elementary and secondary schools and in higher education. As a part of the 50th year celebration, over 100 schools were issued certificates for having conducted a resident outdoor education program for 10 or more years.

More than 7,000 copies of the first issue of *The Cutting Edge*, a newsletter developed by the Office of Environmental Education, were distributed. The development and distribution of the Occasional Paper series continued with the completion of publications titled *Forward to the Fundamentals: The Complete Education* and *Dealing with Environmental Issues: The Use of Simulation.*

The Office of Environmental Education is participating in the six-state Midwest Energy Education Consortium funded by the U.S. Department of Energy. The consortium's three-fold purpose is to inventory energy education materials currently being utilized in the six states, to serve as a resource clearinghouse for proven energy programs for educators, and to encourage the development of new materials and programs.

Interest in a certification validation for environmental education has continued. Miami University and Bowling Green State University have reorganized their environmental education programs. The Office of Environmental Education has been working to establish the criteria to be used for approval of such a certification program.

PLANNING AND EVALUATION

The Division of Planning and Evaluation administers Title IV-C of the Elementary and Secondary Education ACT (ESEA). The intent of the program is to encourage districts to create demonstration projects or replicate successful practices from across the nation. In 1980, grants totaling over $7 million were awarded to implement 611 projects in districts located in 79 counties. The projects provide direct services and benefits to more than 110,000 students and 4,000 faculty members.

In the most recent grant awards, four school districts received innovative developmental grants totaling $500,000. Twenty-three other projects are in their second and third year, receiving $2.8 million. Model programs for establishing competencies in reading, mathematics and writing, and exemplary programs for gifted and talented and handicapped students are now in the field-test stage.

Adoption grants are awarded to replicate proven instructional practices and materials from 25 model developmental projects originating in Ohio and other states. Awards for 175 grants to school districts in 1980, the majority emphasizing basic skill improvement, totaled approximately $1.7 million. The adoption grants, initiated in 1974, provide a wide range of inservice opportunities for teachers and comprehensive guides for implementing each program. The latest study has shown that nearly 80% of the projects were being continued three years after special funding ended.

Teacher and unit grants were first made available in the 1976-77 school term to test and apply creative ideas in the classroom. Individual educators may seek funds up to $2,000 to implement the locally developed projects, while five or more educators with a common purpose or interest may obtain unit grant funds of up to $5,000. Recently, 369 grants for over $1.25 million were awarded to educators in 210 different districts. The continuation rate for these grants exceeds 80%, with expansion of the programs within districts also noted.

The education of handicapped students received a significant boost during the past year, with 39 districts awarded grants to assist in the implementation of a model program for learning disabled students in secondary schools. A commitment of $1.1 million was made for the special purpose projects.

Through other special project efforts, the division completed the *Energy Management for School Administrators* handbook; reported the results of a third annual statewide needs assessment in the areas of citizenship (grades 8 and 12), science (8) and health (12); and funded the Martin W. Essex School for the Gifted.

PROPERTY UTILIZATION

The Department of Education continues to save tax dollars by supplying public and private schools, health organizations and public agencies with donated federal surplus personal property through its State Agency for Property Utilization. The agency maintains a self-supporting program that assesses a service charge to cover overhead expense, plus a surcharge levied by the Department of Defense.

The agency has an average inventory of over $6 million that can be a resource of unlimited potential for the innovative and creative teacher who can adapt materials to more than their originally intended uses. The agency provides an excellent way to cut costs of supplies and equipment for maintenance, offices, transportation, cafeterias and classrooms. A few items are new, but most are used.

The agency has initiated a rehabilitation project with vocational schools, prisons and special education schools to provide a learning experience in repairing equipment. A search and locate system is designed to review surplus property available throughout the country to provide requested equipment. Superintendents and their representatives are encouraged to visit the distribution center.

SCHOOL FINANCE

The Division of School Finance administers the school foundation program and appropriations for county boards of education, auxiliary services for non-public school children, transportation, bus purchases, special education, vocational education, disadvantaged pupil program, educational television, driver education, urban pilot projects, teacher institutes, educational media centers, disadvantaged pupil impact aid, gifted programs, teacher development, voluntary desegregation, needs assessment and property tax allocation.

The foundation program, which provides the basic state support to 615 school districts, 87 county boards of education and 49 joint vocational schools, totaled in excess of $984 million in 1980. The allotment of funds received by each district is determined by the division using complex formulas legislated by the General Assembly. In fiscal year 1980, the division disbursed $1.8 billion to education.

A data processing system in the division prepared computerized reports that research, analyze and evaluate the existing fiscal status of individual school districts relative to the school foundation program; assess pertinent factors in local situations for the purpose of determining the amount of millage needed in each school district; and analyze the cost benefits of the inclusion or exclusion of various education units in each school district. School districts were provided with four-year fiscal profiles assessed by computer for the purpose of determining changes in subsidy support according to numerous factors and variables.

Assistance was provided to Ohio's school districts through the division's 13 area offices. The area offices perform many functions, including monitoring fiscal forms submitted by school districts to ensure correctness, accuracy and a sound audit trail. The offices also provide consultation and coordination of all school programs, including the foundation program, pupil transportation route and schedule planning, auxiliary services program and supplemental payments. The area offices collect data from districts in fiscal difficulty, and work with other agencies such as county auditors to ensure proper funding for school districts.

Approval of 127 funding requests was secured by the division during hearings before the State Controlling Board. Requests included monthly foundation payments to school districts, state contracts in excess of $10,000, school building assistance, loans to school districts from the Emergency School Advancement Fund and department grants to school districts, colleges and universities.

The Department of Education is required by Ohio law to subsidize schools for the cost of providing driver education courses. The division reviews and approves driver education programs prior to reimbursement. In 1980, annual reimbursement totaling $8,750,000 from driver license fees was provided to school districts for funding driver education for 175,000 students.

The division's driver education section also administers a highway safety program. The department received nearly $1.2 million in federal grants in 1980 to assist school districts in carrying out highway safety programs; to prepare multimedia student learning systems, curriculum guides, technical research papers and to conduct advanced college seminars and regional workshops for school district treasurers.

The pupil transportation section monitors district compliance with state transportation and bus construction standards. In the 1979-80 school year, 1,375,977 children were transported to school. The 1980 pupil transportation appropriation was $93,022,616, while the school bus purchase appropriation was $17,880,000. Operational reimbursement is made to school districts based on the miles traveled and pupils transported and is designed to average 50% of the actual cost of school bus fleet operations. Bus purchase assistance is based on the valuation per pupil. Printouts analyzing school bus operating costs and efficiency of operation were provided by the division to each district, as were analyses of transportation facilities and operations and bus routing efficiency.

Bus driver training is another function of the division. The bus driver training program, in its third year, provides training for prospective school bus drivers. Upon successful completion of the course, the driver will be prepared to take the state school bus driver's test and will be qualified to operate a bus with pupils on board.

Workshops were provided for 150 bus mechanics and 250 school administrators and supervisors. Some of the topics included inservice training for school bus drivers, fuel conservation, tire maintenance, diesel engines and propane fuels.

SCHOOL FOOD SERVICE

Food service in schools provides nutritionally balanced lunches and breakfasts at a low cost and free or reduced price meals for eligible children. Federal regulations effective July 1, 1979, mandated that all schools have a plan for student and parent involvement in the school food service operation.

The Division of School Food Service provided consultative and technical assistance, reimbursement and government-donated foods for 1,534 school districts and institutions and 276 nonresidential child care sponsors during the 1979-80 school year. The participating schools and residential institutions provided 192,395,500 lunches and 20,117,236 breakfasts for a per-day average of 1,068,864 children at lunch and 111,762 at breakfast. In addition, 104,961,218 half-pints of milk were provided free or at a low cost.

Schools and residential institutions received $126,017,282 in reimbursement from federal and state funds in addition to $127,272,946 from children and adult payments to provide meals and milk free or at a low cost. Government donated food with a value of $39,423,469 was distributed to schools for use in lunch and breakfast programs.

The Child Care Food Program was available to 267 sponsors serving a daily average of 24,336 children in 1,055 child care centers and homes. Federal funds in the amount of $5,010,814 were reimbursed to sponsors for breakfast, lunches, dinners and between-meal supplements served to children.

The division also administers the Summer Food Service Program for Children which provides reimbursement for breakfasts, lunches, dinners and supplements served to children by public and private nonprofit sponsors. During the 1979 summer months a daily average of 37,423 children received free meals at 517 sites across the state. A total of $1,852,627 in federal funds was reimbursed to 84 sponsors of the program at camps, playgrounds, schools and other sites serving children during the summer.

SCHOOL MANAGEMENT ASSISTANCE

Since it was established by an act of the General Assembly in 1978, the Office of School Management Assistance has followed its mandate to administer state loans, monitor spending plans, provide technical services in financial management and conduct inservice programs for school district officials.

From September 1979 to September 1980 the office conducted 116 management and financial analyses requested by school districts. Ninety-nine of these projects were for technical services and about one-third of the studies were financial analyses. Seventeen financial cash analyses were prepared for districts requesting state loan studies, eight of which were granted loans totaling $3,150,066. From the management and fiscal analyses conducted this year, there have been 224 recommendations made to school districts. The recommendations are presented so that school officials may strengthen their planning operations procedures.

Throughout the year, 236 days were assigned to field visits in school districts. These visits enabled data to be obtained and verified onsite. Conferences with the appropriate school officials are an essential step in the process of response to district requests.

Twenty-three inservice training workshops for district treasurers were provided. Other inservice education programs were offered in the spring and summer of 1980. Twelve meetings over the state drew an attendance of 525 persons.

SPECIAL EDUCATION

Federal and state regulations require school districts to provide a free and appropriate public education for all handicapped children ages five through 21. These regulations are found in Public Law 94-142, Section 504 of the Rehabilitation Act of 1973 and Ohio Amended Substitute House Bill 455. The Ohio Department of Education is charged with making sure school districts meet all of the requirements of federal law and regulations, state law and State Board of Education standards. To assist school districts in meeting the requirements of the state and federal law, the Ohio General Assembly made $214 million available for special education while an additional $25 million in federal funds were allocated to school districts.

Handicapping conditions included in the law are: hearing impaired, crippled, visually impaired, severe and multiple impairments, learning and behavioral disabilities, severe behavioral handicaps, educable mentally retarded and speech handicapped. In the 1979-80 school year, 201,533 handicapped children were served by the public schools of Ohio, institutions operated by other state agencies, and county boards of mental retardation. This represents an increase of 12,435 handicapped children over the 1978-79 school year. There were 10,726 special education units in operation during the 1979-80 school year funded through the state foundation program. Of these, 416 were new units.

Federal and state legislation requires all school districts to identify every handicapped child residing in the district. To assist districts in meeting this requirement, the Department of Education has 16 Regional Identification and Program Development Projects. The projects assist the department and school districts in the development of identification procedures and a child information management system which enables school districts to monitor the status and progress of every handicapped child. The Special Education Regional Resource Centers (SERRC) also operate an Educational Assessment Project to assist school districts in the evalua-

tion of referred handicapped children.

During 1980, the SERRCs conducted a parent conference in each of the sixteen regions to identify problems that parents have faced in obtaining appropriate education for handicapped children. These concerns have been developed into a list of recommendations, and priorities have been assigned to the recommendations.

During the 1979-80 school year, the division has continued to work on new rules for the operation of special education programs, transportation of handicapped children and the development of procedures for vocational training for handicapped children. In June 1980, four public hearings were conducted on the proposed rules for the operation of special education programs. At those hearings, 685 people were in attendance, and 86 presented oral and written testimony.

The division sponsors a task force composed of representatives of both private ard public institutions of higher education to assist in the development of the Comprehensive System of Personnel Development. This project provides inservice training and other services to parents of handicapped children, special educators, regular classroom teachers, school administrators, community agency personnel, state institutional staff, teachers employed by the county board of mental retardation and handicapped persons.

TEACHER EDUCATION AND CERTIFICATION

July 1, 1980 marked the effective date of the new Standards for Colleges and Universities Preparing Teachers, a major redesign of teacher education in Ohio. The Division of Teacher Education and Certification provided leadership for this effort to improve the quality of teacher preparation.

Colleges and universities have engaged in six years of intensive work to meet the requirements of the new standards. Activities for 1980 focused on completing the curriculum reconstruction and pilot testing activities which will culminate in the full implementation of the new program during the 1980-81 academic year. The goal of the new standards is to prepare teachers who will possess sound professional knowledge of the learning process, competence in clinical diagnostic/prescriptive methodology, and the ability to work effectively with young people from different ethnic environments. Beginning in 1980, new teachers will be prepared to work in a variety of school settings, teach reading, deal with behavioral problems, select and prepare educational media, work effectively in culturally pluralistic settings, and analyze their own teaching skills.

Compliance with the 1980 standards will be assessed through full-scale on-campus evaluations, beginning in October 1980, at Ohio's 51 teacher preparation institutions. During the past year, the evaluation process has been thoroughly studied and refined by the division, assisted by a task force which is representative of the education profession, teacher education students and interested citizens.

Full compliance with the standards has been made possible with funds available from the General Assembly. For fiscal year 1980, $6.1 million was distributed to teacher education institutions. Funds were used to restructure on-campus programs as well as to develop field sites and prepare cooperating teachers for effective work with teacher education students in the extensive field experiences required by the new standards.

URBAN EDUCATION

The major purpose of the Office of Urban Education is to seek solutions to the pressing problems unique to Ohio's urban centers. Consultant services are available in bilingual education, Indian education, Title IX and the habilitation of the handicapped. The office also administers the multimillion dollar disadvantaged pupil program fund, commonly known as DPPF.

Through DPPF more than 160,000 students in 422 districts received direct supplemental instruction in reading, mathematics and language arts. More than $16 million was allocated for remediation and improvement of student academic needs in grades K-12. This amount represents 43% of the total state allocation. A sampling of districts involved in reading instruction indicates that some improvement in reading was evident.

Disadvantaged Pupil Program Funds were used to engage more parent volunteers in the educational program. Under the supervision of a paid paraprofessional or a classroom

teacher, volunteers tutored students; assisted in making learning materials; assisted in chaperoning field trips, playground activities, lunchroom activities and desegregation activities; and read stories to students.

This year districts reported that over 100,000 students in grades K-12 had access to vocational and career counseling and elementary guidance services. Twenty-two percent, or $8,643,516.22, of the DPPF allocation was utilized in this effort.

Through DPPF, school districts reported that they were able to bring about closer coordination of state and federal dollars. As a result of DPPF, school districts' staffs and material resources were expanded to meet the wide span of underachieving and handicapped student needs.

The LAU Center provided technical assistance, workshops and materials for teachers and administrators of students with limited English proficiency (LEP). Federally funded programs for national origin desegregation, including bilingual education, and Indochinese Refugee Assistance Programs served school districts with both large and small LEP populations.

VOCATIONAL EDUCATION

Over 79% of the total school population has access to vocational education. Services provided by the Division of Vocational Education extend from pre-school efforts in the consumer and family life programs through adult vocational and family life services.

A total of 282,528 high school students were enrolled in vocational programs, preparing for occupations in agriculture, business, sales, home economics, trades and industry. Approximately 93% of the vocational graduates available for employment find jobs upon graduation or before they complete school.

A major emphasis in 1980 was vocational training programs for unemployed adults. Some examples of new programs are those for displaced homemakers, small business management and adult preparatory and apprenticeship programs.

Local citizens are also given an opportunity to have a voice in establishing vocational programs through the division's PRIDE—Program Review for the Improvement, Development and Expansion of Vocational Education and Guidance.

Consultant services are available in agriculture, business and office education, distributive education, home economics, trade and industry, and vocational youth organizations.

Highlights of the division's activities for 1980 include:

- Four regional conferences on motivation for effective leadership were held. This series of workshops provided inservice training for 330 vocational directors and supervisors representing all the areas of vocational education.
- The 102 vocational planning districts in Ohio have been organized into 24 consortium districts. The basic purpose of the consortium districts is to provide a functional, highly visible committee of vocational and technical education leaders and business leaders to work with the Department of Economic and Community Development for industrial growth in the state.
- A Blue Ribbon Commission, consisting of 16 agricultural leaders, discussed the implications of economic and technical developments for the next decade for vocational

agriculture at the secondary, post secondary, technical and adult levels.

- Three teacher education conferences, including representation from eight teacher-training institutions which prepare industrial arts teachers, were conducted.
- A full-time person was employed to supervise the efforts of the department to carry out the civil rights mandates of the Office of Civil Rights (OCR) Education Guidelines. The State Agency Review was completed in compliance with the OCR Vocational Education Guidelines.
- Nineteen vocational education planning districts developed comprehensive plans for implementing the career development program in grades K-10 throughout the member districts.
- The Governor's Task Force on Dropouts and Unskilled Graduates was formed and began its study.
- A "school to work" program was developed in Cleveland in cooperation with industry, labor and the Federal Bureau of Apprenticeship and Training. The program places students in apprenticeship programs during their senior year.
- Conferences were held to provide educational and motivational experiences for 41 vocational education students in the area of gifted and talented and 38 vocational education students in entrepreneurship.
- Sex equity incentive grants were awarded to vocational education planning districts. Models were developed in the areas of bilingual, nontraditional recruitment of adult females, sex-equity inservice education, and models for recruitment, retention and placement of female students in secondary vocational education programs. Over 500 Title IX reviews were completed regarding sex equity. Workshops were conducted for teacher educators in all areas of vocational education.

STATE SCHOOLS FOR THE BLIND AND THE DEAF

Two residential schools are operated by the Department of Education for deaf and hearing impaired and for blind and visually impaired children and youth. Both schools emphasize the preparation of students for the world of work.

The State School for the Blind completed its 142nd session in June 1980. The school enrolled 132 students; 15 seniors graduated.

Instructional programs are available to blind and visually impaired and deaf-blind children between the ages of five and 21. The programs are accredited by the Division of Elementary and Secondary Education and meet the special education standards adopted by the State Board of Education.

A comprehensive program of special services are available to the children, including orientation and mobility, music, health, physical education, vocational education and psychological counseling.

The school's accomplishments in 1980 included:

- Reaccreditation by the National Accreditation Council for Agencies Serving the Blind and Visually Impaired;
- 60 multifactored assessments provided for visually impaired and deaf-blind youth referred by Ohio school districts;
- Placement in the school and services to 148 blind and deaf-blind youth;
- Diagnostic evaluations for approximately 100 students at the Ohio State University Optometry Low Vision Clinic;
- Extracurricular activities for the students, including track and field, wrestling, cheerleading, swimming, forensics and the publication of the student school magazine titled *The Cardinal;*
- Performance of a musical, "Songs of the 70s" including music from the Muppet Movie and an elementary production of "Snow White;"
- Expansion of services through the addition of personnel in the deaf-blind program, including a physical therapist;
- A cooperative arrangement with Columbus Public Schools allowing selected students to attend classes at Whetstone High School.

The Ohio School for the Deaf celebrated its 150th anniversary in 1980. Overall enrollment for the 1979-80 school year was 249, representing 72 of the state's 88 counties. Program offerings include grades K-12, 13 vocational shops and 44 related trades, a complete work-study program and interscholastic athletics for boys and girls. Twenty-six students graduated from the school in June 1980.

The school's accomplishments during 1980 included:

- Inservice activities for school staff, including a program that allows teachers two periods per week to participate in programs on such topics as psychology of the deaf, speechreading-lipreading; auditory training, and how to work with multi-handicapped deaf children;
- An ongoing committee that will continue to improve curriculum;
- Establishment of an improved orientation program for new teachers.

Participation in the Year of the Schools observance centered around the "I Love O.S.D." campaign. A sign language contest for students was held. Many students entered an essay contest on "Making O.S.D. Number One," and awards were given for the best entries.

ENROLLMENT

Total Public School Enrollment

Year	Enrollment
1975-76	2,287,275
1976-77	2,244,564
1977-78	2,177,221
1978-79	2,097,669
1979-80	2,020,154

Public High School Graduates

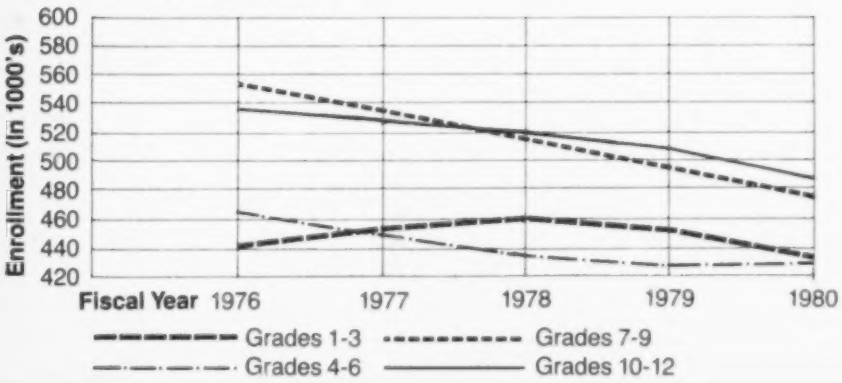
Year	Total Graduates
1976	159,812
1977	159,295
1978	154,818
1979	153,313
1980	147,000*

*Estimate

Enrollment By Grades 1979-80

Grade	Enrollment
1	141,155
2	139,921
3	148,973
4	147,316
5	141,022
6	138,707
7	148,269
8	150,265
Total 1-8	1,155,628
9	168,328
10	171,283
11	159,667
12	151,399
Total 9-12	650,677
Total 1-12	1,806,305
Kindergarten	136,049
Unclassified	77,800
Grand Total	2,020,154

Enrollment By Grade Level



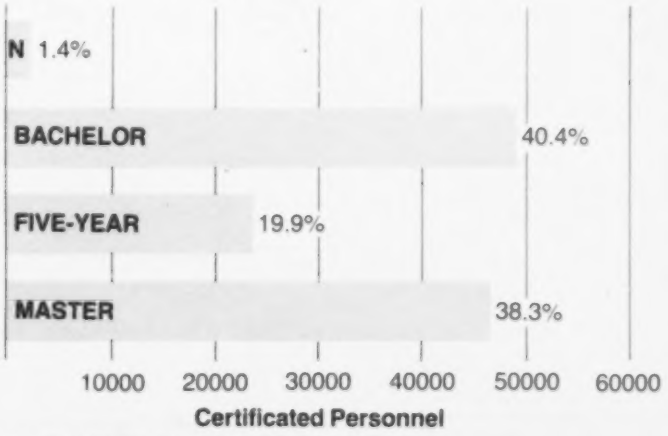
STAFF

Pupil/Teacher Ratio

Year	Enrollment	Full-Time Teachers	Ratio
1976	2,287,275	104,926	21.8
1977	2,244,564	104,669	21.4
1978	2,177,221	104,355	20.9
1979	2,097,669	102,645*	20.4
1980	2,020,154	101,481*	19.9

*Full Time Equivalent

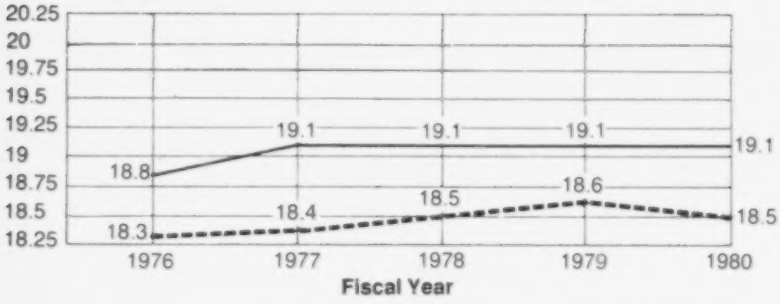
Degree Status In Ohio—1980



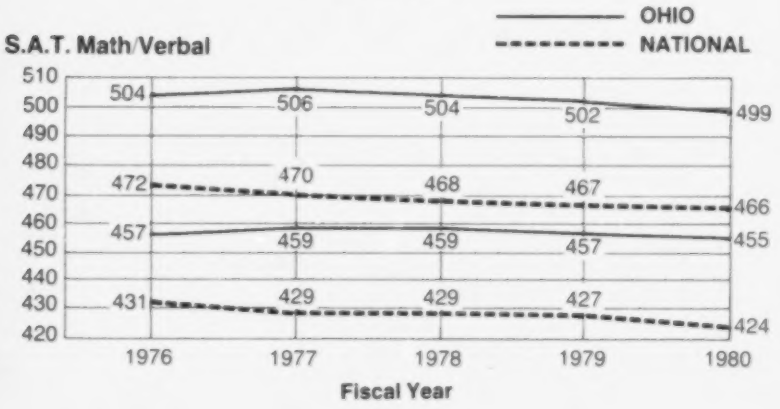
N = NON-DEGREE

TEST SCORES

A.C.T. Composite



S.A.T. Math/Verbal



Ohio Survey Test Results

	1977 mean raw score n = 35,000 per grade	1980 mean raw score n = 20,000 per grade
4th Grade		
Reading	39.0	41.4
English	27.7	29.3
Arithmetic	25.6	26.8
6th Grade		
Reading	45.1	47.1
English	31.3	32.5
Arithmetic	25.8	26.4
8th Grade		
Reading	49.3	50.2
English	32.9	33.9
Arithmetic	24.6	25.1
10th Grade		
Reading	51.4	52.1
English	32.9	33.1
Arithmetic	25.5	25.8

n = approximate number of test takers

SCHOOL DISTRICTS

Number Of Public School Districts

Year	City	Exempted Village	Local	Total
1976	184	49	384	617
1977	185	49	382	616
1978	186	49	381	616
1979	187	49	379	615
1980	188	49	378	615

DISADVANTAGED PUPIL PROGRAM

Disadvantaged Pupil Program Funds

	Expenditures	Number of Programs
1976	$31,920,288.19	756
1977	32,620,072.47	819
1978	30,789,515.77	778
1979	33,688,176.16	748
1980	39,977,715.05*	774

*Estimate

FINANCE

Revenue By Source

	Local Revenue	(%)	Total State Support	(%)	Federal Support	(%)
FY 80	$1,824,797,305	(45.1)	$1,883,910,815*	(46.8)	$312,509,927	(7.2)
FY 79	$1,686,513,715	(46.8)	$1,620,852,005*	(44.9)	$295,615,487	(8.3)

*Includes Homestead and Rollback Exemptions

Average Expenditure Per Pupil

Year	City	Exempted Village	Local	State	Increase Over Previous Years Amount	%
1974-75	$1,140.84	$ 933.83	$ 920.64	$1,078.90	$110.16	11.4
1975-76	1,272.88	1,037.60	1,021.91	1,205.11	126.21	11.7
1976-77	1,392.72	1,134.30	1,115.96	1,321.33	116.22	9.6
1977-78	1,538.47	1,249.67	1,225.95	1,457.61	136.28	10.3
1978-79	1,724.10	1,403.03	1,394.84	1,643.64	186.03	12.8

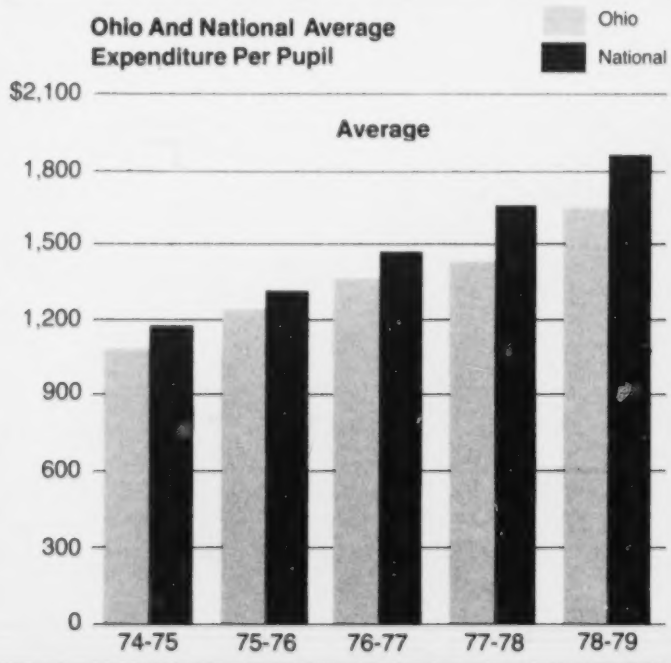
Ohio School Districts Total Property Valuation, Valuation Per Pupil, State Average Millage And Local Revenue Generated

FY	Property Valuation (SF-12 Calculation)	Valuation Per Pupil	State Average Assessed Millage For Operation
1976	$47,384,009,936	$20,679	$29.71
1977	54,063,082,278	24,062	27.91
1978	60,325,801,248	30,416	28.82
1979	62,329,077,837	32,526	30.47
1980	69,375,017,275	34,258	31.18

SF-12 Calculation 1976-80

1976	$636,160,153	$279,101,885	$904,352,732
1977	641,728,577	289,753,088	922,733,379
1978	704,776,368	321,258,442	1,014,206,155
1979	865,721,772	362,397,047	1,215,212,279
1980	969,275,022	438,031,409	1,407,306,071

Ohio And National Average Expenditure Per Pupil



SPECIAL EDUCATION

Handicapped Children Receiving Full Services
As Of December 1, 1979

Major Handicap	Placement Option	Ages 0-2	Ages 3-4	Ages 5-21	Total
Hearing Impaired	Program	44	173	2,058	2,275
	Tutoring	0	0	227	227
Crippled	Program	19	98	1,912	2,029
	Home Inst.	0	1	1,532	1,533
Visually Impaired	Program	10	18	737	765
	Tutoring	1	2	144	147
Severe and/or Multiple Impairments	Deaf/Blind	2	6	90	98
	Other (Incl. Autistic)	17	106	1,542	1,665
Learning & Behavioral Handicaps	Program	0	30	36,489	36,519
	Tutoring	0	0	21,579	21,579
Severe Behavioral Handicaps	Program	7	39	3,737	3,788
	Home Inst.	0	0	211	211
Educable Mentally Retarded	Program	4	48	51,899	51,951
Speech, Lang., and/or Hearing Handicaps	Only Speech	7	203	65,211	65,421
	Duplicated Spch.	(4)	(79)	(14,428)	(14,511)
County Board MR Programs	Program	246	536	10,226	11,008
	Home Based	202	112	336	650
State School for the Blind	Program	0	0	134	134
Ohio School for the Deaf	Program	0	0	224	224
MH/MR Institutions**		0	0	1,013	1,013
Ohio Youth Commission**		0	0	301	301
TOTAL		559	1,372	199,602	201,533

**Data obtained from Ohio Department of Mental Health and Mental Retardation and the Ohio Youth Commission.

SPECIAL EDUCATION

Special Education Programs 1979-80

Type of Program	Units	Districts*	Enrollment
Hearing Impaired	370.1	43	2275
Crippled	320.5	41	2029
Visually Impaired	104.3	35	765
Severe/Multiple Impairments	285.1	87	1763
Learning/Behavioral Disabilities	2931.5	621	36,519
Severe Behavioral Handicaps	579.3	113	3783
Educable Mentally Retarded	4105.3	619	51,951
Speech, Lang. & Hearing Services	968.7	468	65,421
School Psych. Services	799.7	320	
	261.5	(27 State Inst.)	1314
Total	10,726.0		

*These figures include cities, exempted villages, locals, county boards and joint vocational schools.

State Expenditures For Transportation And Individual Services To Handicapped Children

School Year	State Expenditures
1975-76	$10,480,449.63
1976-77	11,808,179.61
1977-78	13,801,919.15
1978-79	15,837,267.77
1979-80	19,163,983.00*

*Estimate

VOCATIONAL EDUCATION

Vocational Education Secondary Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1975-76	23,706	29,985	20,834	128,298	60,750	263,573
1976-77	24,114	30,612	21,339	129,972	66,338	272,375
1977-78	23,974	29,717	21,837	122,496	69,573	267,597
1978-79	23,650	28,658	21,486	130,199	69,441	274,234
1979-80	22,651*	27,522*	21,071*	126,210*	68,509*	265,963*
Percent of Total						
1979-80	8.5%	10.3%	7.9%	47.5%	25.8%	100.00

*Estimate

Vocational Adult Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1975-76	17,478	43,712	48,765	46,041	107,791	263,787
1976-77	17,321	25,560	46,839	36,782	104,156	230,658
1977-78	18,200	28,448	37,111	46,508	114,731	244,998
1978-79	20,771	29,764	42,400	42,750	110,488	255,173
1979-80	22,120*	30,193*	48,344*	50,643*	126,971*	272,261*
Percent of Total						
1979-80	8.1%	11.1%	17.8%	18.6%	44.4%	100.00

*Estimate

Total Vocational Education Enrollment

Year	Secondary	Adult	Career Education	Grand Total
1975-76	263,573	263,787	174,705	702,065
1976-77	272,375	230,658	171,993	675,026
1977-78	267,597	244,998	283,917	796,512
1978-79	274,234	255,173	287,490	816,897
1979-80	265,963*	272,261*	414,000*	952,224*

*Estimate

State Expenditure For Secondary Vocational Education

Year	Expenditure
1976	$101,547,908
1977	123,820,119
1978	138,307,999
1979	144,031,561
1980	177,973,664*

*Estimate

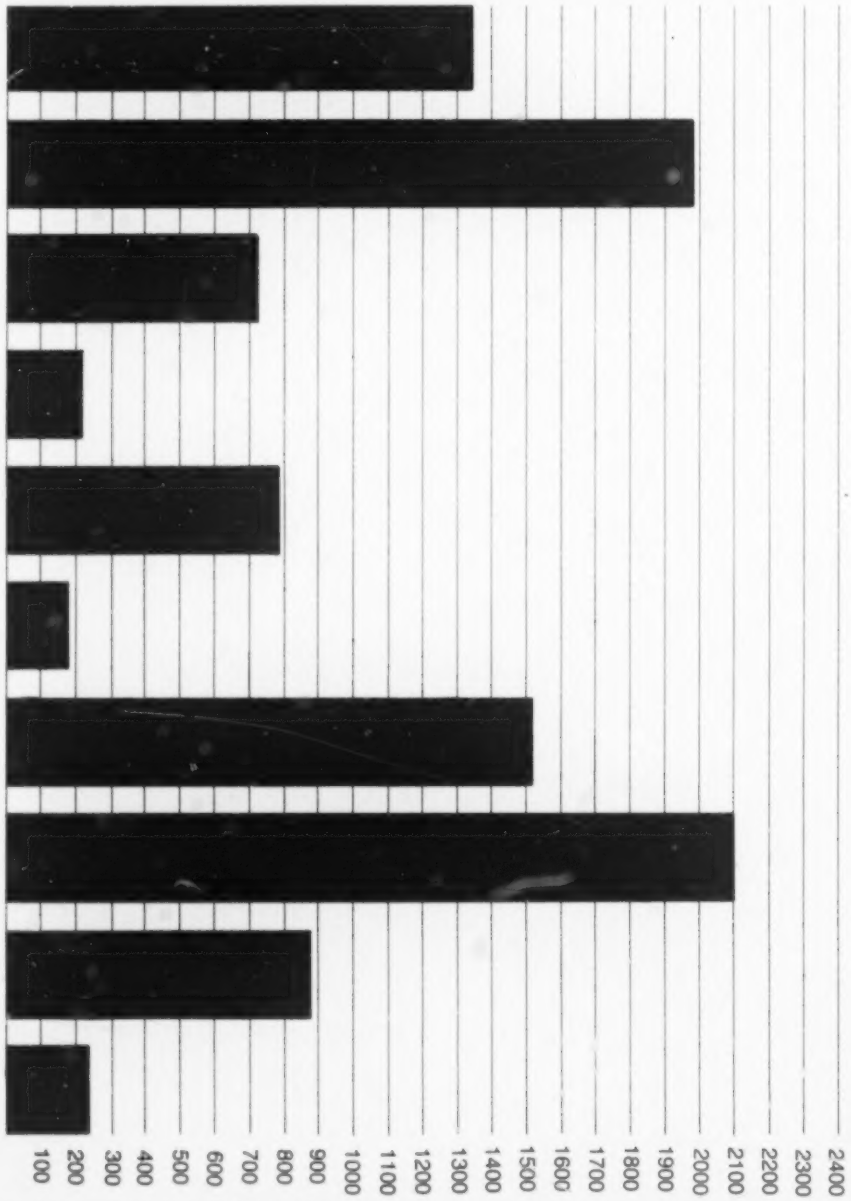
Vocational Construction Funds 1980
Source of Funds

Project	Appalachia	State	Federal	Local
Akron		132,958.00		132,958.00
Cleveland City		347,958.00		187,362.00
Columbus City (Fort Hayes)		97,376.50		52,433.50
Dayton City		195,000.00		105,000.00
EHOVE JVSD		80,000.00		80,000.00
Gallia Jackson		615,000.00		175,000.00
Jefferson Technical	420,000.00	(425,000.00)pending		
South-Western City		375,012.54		375,012.54
Toledo City		130,000.00		70,000.00
Washington Co. JVS	280,000.00	50,000.00		20,000.00
TOTALS	$700,000.00	$2,448,305.04		$1,197,766.04

DISADVANTAGED PUPIL PROGRAM

Ohio Department Of Education Disadvantaged Pupil Program Funds

Students served in DPPF 1979-80 school year


1. Academic achievement and remedial programs
2. Adaptation of curriculum, instructional methods and materials
3. Cultural enrichment experiences
4. Dropout prevention
5. Home-school and adult education programs
6. Communication skills
7. Health and related services
8. Library services
9. Motivational and self-imagery development
10. Safety and building security
100 200 300 400 500 600 700 800 900 1000 1100 1200 1300 1400 1500 1600 1700 1800 1900 2000 2100 2200 2300 2400
each increment represents 100 pupils

Total Pupils served 995,136

This total represents a duplicated count.

FEDERAL ASSISTANCE

Title I Programs For Disadvantaged Pupils Percent Of Participants By Grades

Year	Participants	% Preschool and Kindergarten	% Grades 1-3	Grades 4-6	% Grades 7-12
1976	132,938	10	52	31	7
1977	125,044	10	54	32	4
1978	126,216	10	57	29	4
1979	130,266	10	61	25	4
1980	132,788*	10*	61*	25*	4*

*Estimate

Title I Programs For Disadvantaged Pupils District Participation And Funds Available

Year	Districts Participating	Funds
1976	598	$49,190,897
1977	599	51,107,975
1978	599	57,263,893
1979	602	71,843,792
1980	601	84,609,916

Title I Programs For Migrant Children

Year	Districts Participating	Children	Funds
1976	31	5,866	$1,490,065
1977	30	5,791	1,489,974
1978	31	5,078	1,494,770
1979	28	3,872	1,488,656
1980	28	4,000*	1,740,386

*Estimate

Title I Programs For Handicapped Children In State-Operated Schools

Year	Participants	Funds
1976	8,265	$5,154,635
1977	7,140	5,560,236
1978	7,960	6,175,712
1979	7,357	6,788,169
1980	7,180*	7,331,154

*Estimate

Title I Programs For Neglected And Delinquent Children In State-Operated Schools

Year	Participants	Funds
1976	1,538	$1,016,371
1977	1,689	1,016,371
1978	1,396	1,184,262
1979	2,231	1,205,061
1980	1,138*	1,370,301

*Estimate

Adult Basic Education Programs

Year	Programs Funded	Enrollment	Federal Funds	State Funds	Local Funds	Total
1976	119	39,483	$3,241,064	$455,700	$451,177	$4,147,941
1977	114	34,361	3,144,017	451,050	604,176	4,199,243
1978	119	38,341	3,761,368	930,000	723,620	5,414,988
1979	120	41,137	4,271,088	930,000	723,798	5,924,886
1980	130	44,480*	4,538,211	1,100,000	775,500*	6,413,711

*Estimate

Grants Through Public Laws 81-874 And 81-815

Year	P.L. 81-874 Maintenance/Operation	P.L. 81-815 Construction	Major Natural Disasters
1976	$8,402,062	—	$2,104,479
1977	12,677,904	—	4,517
1978	12,132,027	—	—
1979	11,398,667	—	—
1980	11,443,973*	—	—

*Estimate

Funds Administered By Federal Assistance 1979-80

ESEA Title I	Basic grant to meet educational needs of disadvantaged youth	$ 84,609,916
	Special grant to meet educational needs of migrant children	1,740,386
	Special grant to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children	7,331,154
	Special grant to meet educational needs of neglected and delinquent children in state-operated schools	4,538,211
ESEA Title IV-B	Grant for library and learning resources	8,814,245
ESEA Title V-B	Grant to strengthen the Ohio Department of Education	1,968,373
Adult Basic Education	Federal and state grants for basic instruction	5,831,080
Public Laws 81-874	Maintenance and operation of schools in federally affected districts	11,443,973
	Total	$126,277,338

TRANSPORTATION

Pupil Transportation Statistics

	Pupils Transported	Annual Miles	Average Cost Per Pupil	Average Cost Per Mile Type I
1975-1976	1,382,344	138,058,200	$70.03	$.65
1976-1977	1,399,487	141,712,740	77.00	.70
1977-1978	1,385,353	142,074,540	85.34	.77
1978-1979	1,367,184	144,376,560	99.19	.87
1979-1980	1,375,977*	146,616,300*	110.00*	.97*

*Estimate

Driver Education

Fiscal Year	Number of Pupils Served	Subsidy
1976	185,990	9,299,500
1977	181,995	9,099,750
1978	175,000	8,750,000
1979	174,992	8,749,600
1980	175,000*	8,750,000*

*Estimate